

Pupil premium strategy statement

Linked articles from UNCRC

Article 28 – All children have the right to an education

Article 29 – Education must develop every child’s personality, talents and abilities to the full.

Article 26 – Governments must provide extra money for children of families in need

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Milton Mount Primary School
Number of pupils in school	624
Proportion (%) of pupil premium eligible pupils	15.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	31 st October 2022
Date on which it will be reviewed	31 st October 2023
Statement authorised by	Anne Holmes
Pupil premium lead	James Scutt
Governor / Trustee lead	Duncan Morley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,337
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£107,337

Part A: Pupil premium strategy plan

Statement of intent

At Milton Mount, we have high aspirations and ambitions for all our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. We understand that earliest intervention is vital to improve the life chances of our disadvantaged students.

Objectives:

- 1) Through a two year Oracy project we aim to create a culture of high expectations for children's oracy so that children can feel confident speaking in a variety of situations using clear speech with regard to register, clarity of pronunciation, powerful vocabulary choice and correct grammar.
- 2) We aim for all children to be reading at least at their chronological age to enable them to access the wider curriculum.
- 3) We aim to address social and emotional disadvantage by providing expert therapeutic support for the whole family.

We strongly believe that these objectives are vital to improving the future life chances of our disadvantaged children. Our Pupil Premium plan has these objectives at its core and everything within the plan is aimed at reaching these goals.

Key Principles:

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are no excuses made for underperformance
- staff adopt a "solution-focused" approach to overcoming barriers
- staff support children to develop "growth" mindsets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (Such as the Education Endowment Foundation) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- Disadvantaged children are known and nurtured on a personal and individual basis.
- ALL staff are aware of who pupil premium and vulnerable children are
- Disadvantaged children are the priority of half-termly pupil progress meetings

- ALL pupil premium children benefit from the funding, not just those who are under-performing
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our deputy heads and phase leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint moderation

Increasing learning time

We will maximise the time children have to "catch up" through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise e.g., Thrive training, SALTA specialism, mental health first aiders, work with Early Help.
- Providing extensive support for parents
 - to develop their own skills, e.g., work with Team Around the Child Champion and through Early Help
 - to support their children's learning within the curriculum
 - to manage in times of crisis
- Tailoring interventions to the needs of the child

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis e.g., Thrive practitioner, Speech and language therapy assistant, Nurture Team Teaching Assistant and also by inviting in professionals from other agencies. We are also committed to ensuring that all children have access to wider curriculum opportunities, such as school trips, clubs and residential.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Poor spoken language and listening skills across the school
2	The impact that poor language has on reading and phonics
3	Increasing mental health, emotional and social problems, including parents of disadvantaged children
4	Need for accelerated progress (all levels of ability), particularly in the light of COVID.
5	Lack of 'wider experience' of the world / curriculum.
6	Progress and attainment of SEND disadvantaged pupils

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved language skills for all pupils through implementation of 2 year oracy project starting September 2021. Particular aim for improvement in skills of SEND and EAL disadvantaged pupils.	Children at Milton Mount are confident speakers and effective listeners. Oracy skills have been embedded with a focus on deepening understanding of pedagogy and opportunity. All aspects of school curriculum include oracy opportunities and discrete teaching of relevant structures and vocabulary. Children take into account their audience when speaking and this is reflected in their writing. Children's gaps are identified, addressed quickly and shared with the subsequent teachers. Speaking and writing shows evidence of prior learning of vocabulary and structures. Behaviour issues are sometimes facilitated by adults with increasing onus on children to negotiate and resolve issues through language.
Raised attainment in reading, particularly for SEND disadvantaged pupils	End of year standardised assessments, including phonics, will show improvements. All non-SEN disadvantaged pupils will be reading at least at their chronological age. All pupils will have made progress in reading, measured through standardised testing, accelerated reader scores and benchmarking. ALL pupils will have made at least expected rates of progress from starting points.
Supportive working with children and their families will reduce and remove barriers to learning. Good relationships with families will support better attendance	Attendance of PP children will improve to at least 96% attendance. With persistent absence to be significantly challenged and lowered from the current 19.5%. Children and families will be accessing in school support at the earliest point for intervention. Children will improve their

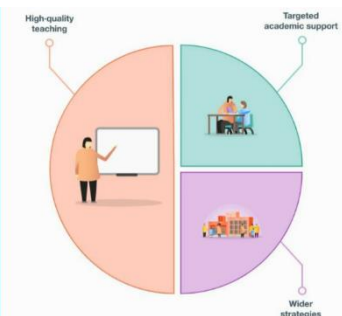
<p>and punctuality, the ability to access early help and greater parental involvement with their child's learning</p>	<p>baseline Thrive scores and wellbeing scores through targeted therapeutic work. Children who have been 'unsafe learners' and have not be accessing in-class learning will be working successfully within the classroom.</p>
<p>100% of PP children, including EAL and SEND disadvantaged children, will meet their progress targets. All non-SEN PP children in the school will meet Age Related Expectations (ARE).</p>	<p>All non-SEN PP children are meeting ARE. Accelerated progress and raised attainment in RWM across the school measured through teacher assessment, NFER, White Rose assessments in maths, Sandwell and other recognised standardised data collected in school.</p>
<p>All PP children who want to, attend all trips, clubs and wider opportunities – money is never a reason for non-attendance</p>	<p>All PP have opportunities to access a wide range of activities throughout the school.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£32,361**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy project</p> <ul style="list-style-type: none"> * CPD / training * Basis of school improvement plan (see this for more details) *Release time to visit outstanding oracy provisions *Specific focus on teaching strategies to allow access for EAL and SEND disadvantaged pupils 	<p>EEF Teaching and learning toolkit +6 effectiveness for oral language interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>We know that for a variety of reasons that children, particularly disadvantaged children, have a significant language deficit when they enter school and that Covid has affected the ability for many children to communicate effectively.</p> <p>The Communication Trust - in areas of social deprivation more than 50% of children start school with delayed language. A child who struggles with language at 5 is 6x less likely to meet age related expectations for maths and English at the end of year 6. For some children silence is becoming the norm. We want to empower children through language to make their own decisions and speak out in challenging situations.</p>	1,2,4,5,6
<p>Team Leader Release Time</p> <ul style="list-style-type: none"> *Focus on wider curriculum – engaging and exciting, building on prior knowledge in a sequential way, children able to ‘do more, know more and remember more’ 	<p>EEF Teaching and learning toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>EEF is very clear about the importance of having a strong focus on high quality teaching. We believe that all children, but particularly disadvantaged children, should have permanent access to high quality teaching as minimum provision. In order to maintain high standards and develop further excellence it is vital to work with all teacher regularly.</p> 	1,2,4,5,6
<p>Milton Mount Standards Calendar</p> <p>Release of curriculum leaders to improve the quality of teaching and learning in all subject areas, so</p>	<p>HMCI's commentary: recent primary and secondary curriculum research</p> <p>https://www.gov.uk/government/speeches/hmcis-commentary</p> <p><i>‘It is a risk to social mobility if pupils miss out on opportunities to study subjects and gain knowledge that could be valuable in subsequent stages of education or in later life. Restricted subject choice for low-attaining pupils disproportionately affects pupils from low income backgrounds.’</i></p>	5,1,2,3,4,6

that our curriculum remains broad, balanced engaging and exciting.		
Facilitate Early Career Framework through Xavier with Early Career Teachers.	<p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. (The EEF Guide to the Pupil Premium, June 2019)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p><i>School is using Xavier 2022/2023 and is choosing to support our Early Career Teachers in the current academic year to ensure quality CPD in their beginning of their careers to support the teaching and learning of pupils</i></p>	1-6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£20,637**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SALTA</p> <p>SALT interventions delivered by trained TA 5 mornings a week before school day begins</p>	<p>EEF Teaching and learning toolkit +6 effectiveness for oral language interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Internal data shows the impact from Covid-19 on children across Y1 and Y2, especially disadvantaged.</p>	1,2,4,5,6
<p>Additional Phonics Support for Lowest 20% of readers targeted through baseline assessment</p> <p>*Additional phonics</p> <p>*Use of reading rings</p>	<p>EEF Teaching and learning toolkit +5 effectiveness for reading comprehension strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p><i>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.”</i></p> <p>Our own internal evidence of the effectiveness of reading rings on fluency of reading</p>	2,1,4,6

<p>Accelerated Reader</p> <p>To increase engagement of reading throughout KS2</p>	<p>EEF Teaching and learning toolkit +5 effectiveness for homework</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Our own in-school data has shown the impact of these initiatives as evidence for continuation</p>	<p>2,1,4,5,6</p>
<p>Tuition programme</p> <p>Targeted tuition for disadvantaged pupils by qualified teachers</p>	<p>EEF Teaching and Learning Toolkit +5 effectiveness for 1:1 Tutoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p><i>“Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil. By providing high-quality tuition to pupils through the NTP, we want to extend this catch-up opportunity to pupils whose education has been impacted the most by the COVID-19 pandemic.” Gov.uk</i></p>	<p>4,6</p>
<p>Phonics reading scheme</p>	<p>EEF Teaching and Learning Toolkit +5 effectiveness for Phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>After Ofsted guidance on the importance of all EYFS and KS1 children- especially disadvantaged children- reading books that include the sounds they have learned, we have decided to invest in supplementing our reading scheme so that more children can access these books and have more choice.</p>	<p>2,1,4,5,6</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social Emotional Wellbeing</p> <ul style="list-style-type: none"> *Thrive practitioner *Nurture TA * Therapeutic support for specific children * Targeted interventions around anxiety, self-esteem, friendship and mental health * Parental meetings allow for earliest help intervention and increase engagement 	<p>EEF Teaching and Learning Toolkit +4 Social and Emotional Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>‘Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment’</p>	<p>3,4,6</p>
<p>Learning group</p> <p>Use of specific behaviour plans, strategies and teaching to support ‘unsafe learners’ to re-integrate into classroom-based learning.</p>	<p>Government Statistics</p> <p>https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england</p> <p>‘According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour.’</p> <p>Previous success in this area has been included in WSCC Inclusion Case Studies ‘Tools for Schools’</p>	<p>3,4,5,1,2,6</p>
<p>Money for clubs/trips/uniforms/food /equipment</p> <p>We aim that no child in the school misses out because of financial deprivation</p>	<p>EEF evidence into the impact of Outdoor adventure learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>We actively seek out enrichment opportunities as they arise, eg, meet the author local visits, Science fairs, drama clubs with local Secondary school, Specialist Gymnastic training, specialist art clubs, lunchtime sports clubs with sports specialist. PP children are given priority to all of these.</p>	<p>1-5</p>
<p>School Therapy Dog</p> <p>*Good for the wellbeing of staff and pupils – children able to spend time with dog, read with it, and walk with it</p>	<p>University of Buckingham's Ultimate Wellbeing in Education Conference</p> <p>https://edexec.co.uk/should-all-schools-have-wellbeing-dogs/</p> <p>"The quickest and biggest hit that we can make to improve mental health in our schools and to make them feel safe for children, is to have at least one dog in every single school in the country,"</p>	<p>3,5,6</p>

Parental Engagement	EEF evidence into the impact of Parental Engagement learning (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	1-6
Cultural Capital Supporting access to opportunities which promote cultural capital such as music or sports activities	Cultural Capital is defined as, '... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.' (OFSTED 2019 para 203)	1-5
Access to Extended School sessions	In school we have found that offering places in Breakfast Clubs did have some positive impact on pupil's attendance. This also support the pastoral care of children and those who present with school refusal linked to Mental Health.	3

Total budgeted cost: £107,337

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

SCHOOL DATA FOR SUMMER 2022 (based on standardised tests and moderated teacher assessment)

YEAR 1	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R.E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	75%	62%	76%	24%	2%	12%
All PP	61%	44%	68%	11%	0	11%
PP no SEND	60%	53%	73%	13%	0	0

YEAR 2	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R.E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	72%	65%	74%	19%	6%	2%
All PP	67%	50%	58%	8%	0	0
PP no SEND	78%	67%	68%	11%	0	0

YEAR 3	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R.E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	73%	62%	71%	20%	11%	5%
All PP	67%	33%	47%	20%	7%	0
PP no SEND	75%	42%	50%	25%	8%	0

YEAR 4	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R.E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	83%	66%	64%	38%	13%	20%
All PP	57%	36%	29%	21%	0	0
PP no SEND	71%	57%	43%	29%	0	0

YEAR 5	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R.E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	92%	74%	81%	47%	14%	26%
All PP	73%	56%	82%	27%	9%	9%
PP no SEND	100%	75%	100%	38%	13%	13%

YEAR 6	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R.E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	76%	79%	72%	22%	13%	22%
National	74%	69%	71%	-	-	-
All PP	58%	58%	33%	0	0	0
PP no SEND	83%	69%	50%	0	0	0

Impact of 2021-2022 Spending

- Unlike previous years, the performance of PP children has improved across the school, not just in upper KS2.
- PP children with NoSEN are outperforming other children in Y2,3,4 and 6.
- Last year, Y1 PP children were significantly behind their peers – this year's Y2 data shows that all PP children are performing better, and that in Reading and Writing, PP children with No SEND are outperforming other children – this represents the significant focus on 'catch up' for these children.

- The relentless focus on improving quality first teaching has diminished the difference between PP and Non- PP children (see below)

Diminishing Differences Report

Y1 '1 Acorn' '1 Berry' '1 Catkin', Y2, Y3, Y4, Y5, Y6 - All Pupils (520 pupils)

520 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)		No. (%)	Sum2 20-21
Males	262 (50.4%)	30 (11.5%)	71.6%	81.5%
Females	258 (49.6%)	30 (11.6%)	78.9%	82.5%
Difference (change in difference):			7.3	1.0 (-6.3)
Pupil Premium	82 (15.8%)	17 (20.7%)	55.4%	72.3%
Not Pupil Premium	438 (84.2%)	43 (9.8%)	78.5%	83.5%
Difference (change in difference):			23.1	11.2 (-11.9)

520 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)		No. (%)	Sum2 20-21
Males	262 (50.4%)	30 (11.5%)	61.2%	64.7%
Females	258 (49.6%)	30 (11.6%)	71.1%	76.8%
Difference (change in difference):			9.9	12.1 (2.2)
Pupil Premium	82 (15.8%)	17 (20.7%)	44.6%	52.3%
Not Pupil Premium	438 (84.2%)	43 (9.8%)	69.6%	73.7%
Difference (change in difference):			25.0	21.4 (-3.6)

520 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)		No. (%)	Sum2 20-21
Males	262 (50.4%)	30 (11.5%)	64.7%	78.0%
Females	258 (49.6%)	30 (11.6%)	64.0%	74.1%
Difference (change in difference):			0.7	3.9 (3.2)
Pupil Premium	82 (15.8%)	17 (20.7%)	43.1%	61.5%
Not Pupil Premium	438 (84.2%)	43 (9.8%)	67.8%	78.5%
Difference (change in difference):			24.7	17.0 (-7.7)

- Similarly, the gap between PP with no SEN and other pupils continues to diminish (see below).
- Non-SEN PP children are out-performing other pupils in Reading, across the school, and are broadly in line in Maths. Writing continues to be an area of focus.

Diminishing Differences Report

Y1 '1 Acorn' '1 Berry' '1 Catkin', Y2, Y3, Y4, Y5, Y6 - All Pupils (520 pupils)

520 pupils		Missing Assessment		On Track or Higher	
Reading	No. (%)	No. (%)		Sum2 20-21	Sum2 21-22
Males	262 (50.4%)	30	(11.5%)	71.6%	81.5%
Females	258 (49.6%)	30	(11.6%)	78.9%	82.5%
Difference (change in difference):					
Not Pupil Premium	438 (84.2%)	43	(9.8%)	78.5%	83.5%
PP and No SEN	57 (11.0%)	12	(21.1%)	68.9%	84.4%
Difference (change in difference):					
				7.3	1.0 (-6.3)
				9.6	0.9 (-8.7)

520 pupils		Missing Assessment		On Track or Higher	
Writing	No. (%)	No. (%)		Sum2 20-21	Sum2 21-22
Males	262 (50.4%)	30	(11.5%)	61.2%	64.7%
Females	258 (49.6%)	30	(11.6%)	71.1%	76.8%
Difference (change in difference):					
Not Pupil Premium	438 (84.2%)	43	(9.8%)	69.6%	73.7%
PP and No SEN	57 (11.0%)	12	(21.1%)	53.3%	66.7%
Difference (change in difference):					
				9.9	12.1 (2.2)
				16.3	7.0 (-9.3)

520 pupils		Missing Assessment		On Track or Higher	
Mathematics	No. (%)	No. (%)		Sum2 20-21	Sum2 21-22
Males	262 (50.4%)	30	(11.5%)	64.7%	78.0%
Females	258 (49.6%)	30	(11.6%)	64.0%	74.1%
Difference (change in difference):					
Not Pupil Premium	438 (84.2%)	43	(9.8%)	67.8%	78.5%
PP and No SEN	57 (11.0%)	12	(21.1%)	55.6%	75.6%
Difference (change in difference):					
				0.7	3.9 (3.2)
				12.2	2.9 (-9.3)

- We have successfully supported 4 children through a process of learning behaviour support outside the classroom to a full re-introduction to the classroom and more successful recreation time with peers. They have received additional support for their transition into Secondary school. This has been part of a three year plan, which has seen this four children move from being deemed 'unsafe learners' and removed from the classroom for core teaching, to partial and then full re-integration.
- Thrive has had a significant impact on these children and others – behaviour across the school has improved and children are more able to access learning and are happier in school. The creation of the TACC role and then the nurture TA has helped us support more families, as there is a growing need for mental health and social/emotional support of children and parents in our school community.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thrive	Thrive

